

COWICHAN VALLEY SCHOOL DISTRICT
OUR STORY IS BEYOND EDUCATION

OPERATIONAL PLAN
2020-2024



LEARNING


Goal:

Develop competent, agile learners who are creative, critical and social thinkers that have the capacity to be global citizens

Objective	Established and Ongoing Actions	Actions
Enhance early learning opportunities and partnerships	<p>Provided opportunities to engage with the Early Learning Framework</p> <p>Changing Results for Young Learners project involvement (Community ECE, Strong Start educator and Kindergarten teachers)</p> <p>Maintain and enhance relationships with community partners and establish ongoing collaborative projects (Mother Goose, Roots of Empathy, Books for Babes, Literacy Rings, PLAY Cowichan)</p> <p>Support smooth transitions from home to school (Ready Set Learn & Ready Set Go, Community Transition Network)</p> <p>Strong Start BC programs (6 school based, Wendy's House, and Outreach)</p> <p>School District participation and coordination of the Cowichan Early Years Table</p> <p>Participate in EDI data collection and use results to inform program development</p> <p>CALM Curriculum Implementation Support</p>	<p>Initiate a review of early learning partnerships (birth-8) throughout the Cowichan Valley with the intent to strengthen collective impact</p> <p>Initiate and co-create a universal touch point program, (Bright Beginnings) with community for ages birth to five with a focus on parent education about child development</p> <p>Create networks and opportunities to support childcare agencies in the Cowichan Valley School District facilities in the application of the Early Learning Framework</p> <p>Increase awareness of emotional literacy and strengthen strategies that support Social Emotional well-being</p> <p>Deepen family and community engagement in new and existing early years (birth-5) programs</p> <p>Deepen engagement with Gr K-3 teachers with the Early Learning Framework</p> <p>Strengthen effective pedagogy in oral language development including the use of evidence-based interventions (K-3)</p>

Objective	Established and Ongoing Actions	Actions
Focus on foundational learning in literacy and numeracy	<p>Offering teacher learning opportunities for evidence-based practices that enhance literacy and numeracy for all</p> <p>Deepening our understanding and implementation of formative assessment in the classroom</p> <p>Use the on-going Communicating Student Learning model to create greater involvement of parents in the learning process</p> <p>Participating in Changing Results in a number of areas – including reading, young learners, and Indigenous learners</p>	<p>Develop a district wide K-12 literacy plan</p> <p>Provide research-based staff development for effective reading instruction K-12</p> <p>Develop a district wide K-12 numeracy plan</p> <p>Provide a research-based staff development plan for effective math instruction K-12</p> <p>Focus on formative assessment strategies that are actionable and move learning forward</p> <p>Review and come to consensus on the use of District Wide assessments</p> <p>Reinforce school-based structures to facilitate regular monitoring of student growth</p> <p>Strengthen effective Communicating Student Learning (CSL) practices and assessment literacy</p>



Objective	Established and Ongoing Actions	Actions
<p>Focus on applied learning and authentic real-world learning experiences</p>	<p>Work with Teacher-Librarians and other interested teachers to develop an understanding of design-thinking and makerspace</p> <p>Continue to encourage and support initiatives and programs that embrace innovative practices that highlight authentic real-world experiences</p> <p>Continue with opportunities that use technology to facilitate and amplify learning</p> <p>Continue to expand and enhance exploring career opportunities including Trades Samplers, Explore Trades Skills, Dual Credit and Train In Trades programming</p>	<p>Encourage and support collaborative engagement with the wider community on real world learning, issues, projects, and opportunities to effect change</p> <p>Increase the application of the ADST curriculum within the classroom (such as design thinking, inquiry, empathetic lens, computational thinking, problem finding and communication.)</p> <p>Provide learning opportunities to support the understanding and implementation of inquiry models</p> <p>Provide opportunities to nurture entrepreneurial mindsets, skills and capabilities</p> <p>Increase learning opportunities that are interdisciplinary and focus on core competencies within authentic applications</p> <p>Support teachers to embed skills that have real-world application within their current curriculum (financial literacy, life-skills)</p> <p>Identify, acknowledge and value the learning that is happening outside the school in a meaningful way</p> 

Objective	Established and Ongoing Actions	Actions
<p>Create well-designed learning environments that are:</p> <ul style="list-style-type: none"> • Profoundly personalized, • Learner centred, • Inclusive • and social 	<p>Our previous Framework for Enhancing Student Learning plan focused on the OECD Learning Environments</p> <p>School plans were created and aligned</p> <p>Increased focus on inclusive education, practices and spaces</p> <p>Learning opportunities that support students' passions and strengths were created, eg. genius hour, passion projects, Independent Studies</p> <p>Alternate classroom environments – flexible seating, spaces and environments (outdoor)</p> <p>Continue to support and strengthen effective methods of formative assessment and communicating student learning that are strength-based and on-going</p> <p>Continue to include and seek advice from the District Student Advisory Committee</p> <p>Continue to intentionally and collaboratively nurture and sustain innovative practices as they emerge</p>	<p>Increase student agency throughout the system enabling voice and choice in decision making within a classroom, school and district</p> <p>Understand and incorporate inclusive and social learning with intentionality</p> <p>Work with operations and school staffs to create and understand plans for flexible learning spaces</p> <p>Provide opportunities that explicitly support pedagogical approaches that enhance student engagement (student-led inquiry, play-based learning, land and place-based education)</p> <p>Create and reinforce structures, systems, and processes that facilitate deeper understanding of knowing your learners</p> <p>Understand and incorporate formative assessment (AFL) in daily practice to create well-designed learning environments</p> <p>Support the transition to standards-based assessment and grading in secondary</p>



INDIGENOUS WAYS OF KNOWING

Goal:

Embrace Indigenous perspectives and knowledge as part of our history and recognize Indigenous content is integral to our learning journey.


Objective	Established and Ongoing Actions	Actions
Critically examine our own biases, attitudes, beliefs, values and practices to facilitate truth and reconciliation	<p>Address racist attitudes and beliefs within our elementary schools while creating safety for our Indigenous learners through regular language, history and culture lessons provided by our Hul'q'umi'num' Language and Culture Advisors – Knowledge Keepers</p> <p>Increase the knowledge and understanding of Indigenous Ways of Knowing, Hul'q'umi'num' and Truth and Reconciliation through professional development workshops</p> <p>Continue with district wide day – Orange Shirt Day: Every Child Matters – to raise awareness of the history of the residential school experience</p> <p>Continue high school focused school/grade wide Understanding the Village sessions. Full grade or cohort approach ensuring that all students have participated by the time they graduate from high school</p> <p>Continue to expand on lessons about Truth and Reconciliation and resources available in our DLC</p>	<p>Expand on opportunities for Indigenous Knowledges Sessions</p> <p>Provide learning opportunities for school district staff through a variety of Indigenous Pedagogy, Indigenous Ways of Knowing and the calls to action articulated in the Truth and Reconciliation Commission Report</p> <p>Expand opportunities for participation in Understanding the Village sessions and Blanket Exercises</p> <p>Raise awareness and understanding of Standard Nine of the BC Teacher Council professional standards</p> <p>Create safe and welcoming learning environments for our Indigenous learners through regular language, history and culture lessons provided by our Hul'q'umi'num' Language and Culture Advisors – Knowledge Keepers</p>



Objective	Established and Ongoing Actions	Actions
Address the inequities of outcomes for our Indigenous learners	<p>Review school and district data with school based InED Teams</p> <p>Continue with Yuw'en skweyulus - District Appreciative Inquiry - interviewing Indigenous learners about their schooling experience</p> <p>Continue with focused transition programs for Indigenous students transitioning to high school, as well as from band schools to our public schools</p> <p>Expand kindergarten Indigenous pre-transition program</p> <p>Continue to participate in Community Network and Transitions meetings - Community Agencies who support early learners work together with School District Early Learning Coordinator to better support our early learners as they transition to Kindergarten</p> <p>Continue to focus on Strong Starts established in our priority schools as well as Outreach ECEs going to Indigenous families to support early learning development</p> <p>Continue to provide professional development opportunities for staff that reinforce and model learning that is culturally responses and embrace First Peoples Principles of Learning</p> <p>Continue with food programs for vulnerable learners</p>	<p>Raise awareness and deepen understanding of inequities within our 7 focus schools through appreciative inquiries</p> <p>Increase the number of Indigenous Learners who are engaged and successful readers through a Ministry of Education, Faye Brownlie and our Indigenous Education Department partnership: Changing Results for Indigenous Learners & Changing Results for Young Readers</p> <p>Improve grade-to-grade transition rates and graduation rates through implementation of central zone pilot program utilizing new Child, Youth and Family Ts'uwatun positions</p> <p>Increase focus on student success of grade 10-12 Indigenous students with new Indigenous Student Success Coordinator</p> <p>Using an equity lens, review District and School based assessments</p> <p>Initiate a review of the literacy gaps within grade 5-10 Indigenous students</p> <p>Collaborate with schools and District Tech Dep't to support Indigenous learners with technology. (Enhanced by a focus on off reserve Indigenous learners through a grant)</p> <p>Expand on Yuw'en skweyulus - District Appreciative Inquiry</p> <p>Create a district wide framework to support the successful transition of Indigenous Learners between schools</p> <p>Develop a District Indigenous Parent Advisory Committee to begin to bridge the disconnect Indigenous families are feeling towards the education system. Provide space for Indigenous families to take an active role and have a voice in their children's education</p>

Objective	Established and Ongoing Actions	Actions
Create safe, flexible and culturally-responsive learning environments	<p>Continue to offer science and culture camp to high school students to model traditional land-based learning</p> <p>Continue to provide regular language, history and culture lessons to to ALL students (K-7) in the district through our Hul'q'umi'num' Language and Culture Advisors – Knowledge Keepers</p> <p>Model traditional land-based learning at a local sacred ancestral place – Ye'yumnuts</p> <p>Continue to provide early learning and Hul'q'umi'num' lessons to support learning language and tradition - 'Iiyus siiye 'yu Happy Friends Hul'q'umi'num' Music CDs</p> <p>Continue to support Hul'q'umi'num' week - a week-long event based out of Xwaaqw'um on Saltspring Island</p> <p>Continue to increase teacher capacity with regular Hul'q'umi'num' language lessons</p>	<p>In collaboration with the Inclusive Education Department, provide professional development opportunities in culturally sensitive Trauma Informed Practice</p> <p>Create a framework for enhancing Indigenous Ways Knowing for kindergarten through grade 12</p> <p>Engage our local First Nations and Métis in regular meetings. Quarterly All Nations meetings and monthly individual Nation meetings</p> <p>Create a working group to look at secondary delivery models that align with First Peoples Principles of Learning</p> <p>Create a District Indigenous Student Advisory Committee comprised of First Nation and Métis student leader representatives from our secondary schools: Quamichan, Frances Kelsey, Lake Cowichan, Chemainus, CVOLC, and Cowichan Secondary School</p>



Objective	Established and Ongoing Actions	Actions
<p>Deepen our understanding of environmental stewardship, place-based historic Knowledge, language and culture</p>	<p>Increase the knowledge of Indigenous Ways of Knowing and Hul'q'umi'num' through mini Indigenous Knowledges lessons with our District Elder in Residence and district Indigenous Education staff</p> <p>Continue to address and challenge colonial worldviews within our adult learning community through professional development opportunities</p> <p>Increase Hul'q'umi'num' awareness in our schools and our community</p> <p>Model traditional land-based learning through science and culture camps (ie. Clam Gardens) and programs like Ye'yumnuts</p> <p>Increase the knowledge of Indigenous Ways of Knowing and Hul'q'umi'num' through Pro D workshops: For example Beyond Beads Bannock and Buttons</p>	<p>Enhance Indigenous Education website with resources including Hul'q'umi'num' language auditory files, Coast Salish images and art, Hul'q'umi'num' auditory books, staff information</p> <p>Expand on Indigenous Knowledges Sessions to include sessions for all staff</p> <p>Create a district wide environmental stewardship and climate action plan incorporating Indigenous Ways of Knowing</p> <p>Develop, support and embrace natural learning spaces and outdoor educational opportunities for students at all levels</p> <p>Through collaboration with Early Learning Coordinator, Indigenous Education Department, our local Nations and CSETS (Coast Salish Employment and Training Society), raise local language and cultural awareness through the creation of Indigenous Story and Song digital learning resources and corresponding play-based materials for K-3 students</p> 

CULTURE OF CARE

Goal:

Foster healthy, safe, and resilient communities that build on the unique identities of our learners allowing them to thrive


Objective	Established and Ongoing Actions	Actions
Acquire a deep understanding of our learners by developing healthy relationships	<p>Continue to support an inclusive delivery model for students with diverse needs using a Response to Intervention framework</p> <p>Continue to focus on successful transitions School to School/community to school, and school to community for our diverse learners</p> <p>Continue to enhance District Response to Intervention (RTI) and layered support model</p> <p>Support and strengthen School Based Teams and student support teams as they continue to move to a competency based inclusive support model</p> <p>Continue collaboration with Indigenous Education Department to support Indigenous students with diverse learning needs</p> <p>Continuing Working with the DPAC, IEP committee to increase their understanding of how our diverse learners are supported in our district</p> <p>Continue with LART focus and support</p> <p>Continue to enhance safe, inclusive environments for our LGBTQ2+ learning community</p> <p>Complete the painting of Rainbow Crosswalk at each school site</p>	<p>Decisions will be informed by data regarding educational outcomes of students with designations</p> <p>Establish a consistent district wide Class Review process</p> <p>Implement a single competency based IEP process across the district</p> <p>Increase parent/caregiver and student participation in the IEP process, and attendance at IEP meetings, particularly at secondary schools</p> <p>Increase transitions rates for indigenous students with diverse learning needs through collaboration with the Indigenous Education Department (INED, particularly the Ts'uwatun (Indigenous Youth and Family Workers) looping students through critical transitions at middle/high school grades</p> <p>Expand Compassionate Learning Communities Framework (CLCF) training and understanding</p> <p>Track progress of students in care</p> <p>Provide learning opportunities for parents through DPAC, IEP Committee and other mechanisms</p>

Objective	Established and Ongoing Actions	Actions
Create healthy work and school environments that promote wellness (Intra-community)	<p>Continue to collaborate with the District Wellness Coordinator</p> <p>Continue to support the Attendance Support Initiative</p> <p>Continue the Wellness Newsletter, including tools and resources for Mental health supports for staff and families</p> <p>Continue to create professional learning opportunities to focus on Wellness and Mental Health</p> <p>Increase and continue Community Partnerships for fitness. i.e. gym discounts, on site yoga, and mental wellness</p> <p>School wide SEL programs (EASE, CALM, GoTo Mental Health, Mental Health Literacy, Roots of Empathy)</p>	<p>Re-Ignite District Mental Health team</p> <p>Create a district wide framework for Social Emotional Learning for elementary schools</p> <p>Create a district wide framework for Mental Health Literacy for Secondary Schools</p> <p>Work with Health and Safety Manager and Wellness Coordinator to develop and provide wellness programs for staff</p>



Objective	Established and Ongoing Actions	Actions
Enhance mental health opportunities and partnerships that support well-being (Inter-Community)	<p>Continue strengthening ongoing community relationships i.e. CVYS, CMHA, and CYMH (MCFD), Island Health</p> <p>Enhance Partnerships with other First Nations Associations, such as Lalum’utul Smun’eem and Kw’umut Lelum, and the school district</p> <p>Continue attending monthly Interagency “Coffee” meetings</p> <p>Continue Partnership with Nourish Cowichan and Rotary Starfish</p> <p>Continue participation in the Emergency Food Task Force</p> <p>Continue participation in the Community Action Team</p>	<p>Work with Indigenous Education Department and the Learning Team to establish 'Take a Hike' (Alternate Program focused on mental health through outdoor learning) program for the District</p> <p>Create transition process between Indigenous Independent Schools and school district schools, focusing on secondary schools</p> <p>Facilitate the creation of an interagency community action team to support students and families with extreme vulnerabilities</p> <p>Support the creation and development of a Health and Wellness Centre at new Cowichan Secondary School</p>




Objective	Established and Ongoing Actions	Actions
Continue to create and promote safe and inclusive learning environments for our diverse community	<p>Continue to support inclusionary practices throughout the district</p> <p>Continue to focus on Trauma Informed practices and pedagogy</p> <p>Continue Understanding Behaviour 1&2 (Behaviour as communication & Functional Assessment of Behaviour)</p> <p>Continue to expand Non-violent crisis prevention (CPI/UKERU) training</p> <p>Continue to support interdisciplinary Inquiry and job embedded research teams</p> <p>Continue to move from a model of individual experts to collaborative team expertise</p> <p>Continue to support Site based SOGI school leads</p>	<p>Promote and implement practices that create equity and culturally safe communities</p> <p>Establish a District wide Compassionate Crisis Response framework (Trauma Event Systems approach)</p> <p>Implement a structure to identify and support “Highly Reactive Students”</p> <p>Expand Understanding Behaviour (UB) into Secondary schools</p> <p>Create mechanisms to increase Inclusive Education Supports, and practices at the school level</p> <p>Have “all gender” inclusive washrooms available to students and staff at all sites with the appropriate signage</p> <p>Pilot the development of a SOGI plan in one Secondary School</p> <p>Implement the use the “Rainbow Information Kit” for all schools in the district to coincide the painting of the Rainbow crosswalks</p> <p>Further develop and provide SOGI learning resources for all schools</p> <p>Support the creation of GSAs at all school sites</p> 


FUTURE FOCUSED SYSTEM

Goal:

Create nimble and dynamic environments that embrace change and foster innovation to enhance student learning.

Objective	Established and Ongoing Actions	Actions
Ensure all operational plans and procedures are cohesive and aligned with the strategic direction of the district	Adjusted District Leadership Team Agenda to focus on action and priorities	<p>Determine which systems and practices at District/School currently align with strategic plan</p> <p>Initiate the provincial 'Framework for Enhancing Student Learning' at the District/School level</p> <p>Develop multi-year operational plans by December 31, 2020:</p> <ul style="list-style-type: none">• Human Resources• Technology• Communications• Facilities• Operations (Transportation, Custodial, Maintenance)• Financial



Objective	Established and Ongoing Actions	Actions
All decisions are evidence based, child focused, and culturally and environmentally responsive	<p>Non-Instructional days include In-service for all staff related to the District’s Strategic Plan 2020-2024</p> <p>Transportation Review completed and received</p> <p>Ongoing support for Climate Action Plan</p>	<p>Create and establish a common set of student data, inclusive of student voice</p> <p>Review student data with staff on an annual basis</p> <p>Increase opportunities for staff learning and enacting Indigenous Ways of Knowing related to the TRC #57 Calls to Action</p> <p>Develop a decision-making framework focused on transparency, equity, and inclusion</p> <p>Increase Indigenous personnel/positions across all departments</p> <ul style="list-style-type: none"> Collaborate with Indigenous communities Provide a warm and welcoming, culturally responsive environment
Objective	Established and Ongoing Actions	Actions
Continue to enhance the capacity of the system where all members of our organization are committed to our primary purpose of supporting our learners	<p>Initiated Story Telling Strategy through a consultative approach</p> <p>Created increased opportunities to brand the Cowichan Valley School District and its focus on our learners</p> <p>Created improved recruitment practices</p> <p>Recruitment practices that further support a diverse applicant pool</p>	<p>Create engagement processes that ensure diverse perspectives are heard and enhance shared knowledge</p> <p>Develop opportunities for all departments to engage with learners, such as Job Shadow or Demonstrations</p> 

MEASUREMENTS OF SUCCESS

- Student Learning Survey
- School-based assessments
- District assessments
- Provincial assessments
- District strategic plan survey

